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ABSTRACT

The 97 bilingual education program enhancement projects funded by the U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs in fiscal 1995 are analyzed for their demographic characteristics, goals and objectives, instructional characteristics, parent and family services, professional development, personnel training, and other program features. A subset of 33 programs was selected for in-depth analysis of features other than demographics. The 97 proposals, distributed among 21 states, served 53,535 students, 36,283 of whom were limited-English-proficient, from 78 language groups and at all grade levels. California received over half the funded projects. School districts were the main beneficiaries of funding, with a few in consortia with universities and community organizations. However, the majority planned to provide non-instructional services to students through collaborations with local businesses, community-based organizations, and higher education institutions. Evaluation designs proposed evaluating various program aspects and using instruments for formative and summative evaluation. Alternative assessment methods were often proposed to assess students' needs and progress. Proposal limitations were in varying definitions of terms. Recommendations for improving proposal policy and practice are offered. (MSE)

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CONTENT ANALYSIS OF FUNDED ENHANCEMENT PROJECT APPLICATIONS - FISCAL YEAR 1995

Contract No. T295005001
Task Order #D0001/Model 3

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Abstract

The U.S. Office of Bilingual Education and Minority Languages Affairs holds an annual competition designed to enhance existing bilingual education projects (Improving America's Schools Act, 1994, §7113), with highly focused, innovative, locally designed activities. Ninety seven (97) of these two-year "Program Enhancement Projects" were funded in spring of 1995, most of them to start in fall of 1995. These funded proposals were analyzed in this study in order to summarize their features, as well as the characteristics of the proposed projects.

The nineteen items identified/requested in the Task Order for this contract were used in structuring the content analysis of the funded proposals. These items were grouped into six categories: demographic characteristics, goals and objectives, instructional characteristics, parent and family services, professional development, personnel training and other program features. While demographic characteristics were easily identified in the 97 proposals, the other categories demanded a much closer scrutiny in order to be identified and categorized within and across proposals. Since this would take much more time than was available, a subset of the 97 proposals was selected for more intensive review. Thirty three (33) proposals were randomly selected for this in-depth analysis of these items.

The 97 funded proposals proposed to serve 53,535 students, of which 36,283 were LEP students and 17,252 were non-LEP students. These programs were distributed amongst 21 states. California received the largest number of the funded projects (N=50 or 51.5% of the total); followed by New York with eight (8.2%) funded. Programs proposing to serve Spanish (N=61), Vietnamese (N=20) and Chinese (N=13) populations constituted 37% of all the funded proposals. However, students from 78 different languages and all grade levels (mostly elementary) were targeted for service in the proposals. Twenty six out of the 33 proposals that were analyzed in-depth showed instructional methods or activities which promoted the development of the student's primary language in addition to English (bilingual proficiency).

School districts were the main beneficiaries of funding with a few applying in consortia with universities and community organizations. However, the majority planned to provide non-instructional services to students through collaborations with local business, community-based organizations, and institutions of higher education. Goals 2000 served as an inspiration for programs' goals and objectives, but the majority of the sampled proposals (28 out of 33) did not specifically mention school restructuring goals or activities. Student achievement, professional development, and parent support and training were the main goals proposed.

Evaluation designs proposed evaluating various aspects of the program and making use of various instruments to perform formative and summative evaluations. Alternative assessment methods were often proposed to assess students' needs and progress. Computers were the most frequently identified equipment proposed for purchase, and students were identified most frequently as the proposed users of this computer equipment. Ninety percent (90%) of the proposals asked for travel funds, primarily for conference attendance and in-service training.

The limitations encountered in the proposals were in the varying definition of terms referring to instructional and assessment methods and in "base" and "enhancement programs." Future requests for proposals may choose to add a glossary with the definition of these terms for applicant's use. This review of the funded enhancement proposals has yielded a number of benefits for future applicants and policy makers alike by making available:

- a baseline for future evaluation of the programs and their accountability;
- various models for successful enhancement programs; and
- the content and extent of funded programs.

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1.0 Introduction: Report purpose, method and structure

This report is an attempt to summarize, analyze and critique the content of the proposals for "Program Enhancement Projects" funded by the U.S. Office of Bilingual Education and Minority Languages Affairs, according to the Improving America's Schools Act of 1994 (IASA), Title VII §7113. The contents herein are meant to serve as a source of information for policy makers and future grant applicants.

The Improving America's Schools Act (IASA) of 1994, emphasized high performance, national educational standards, professional development and parent/community involvement as the central mechanisms for school improvement and reform. Educational change was seen as most effective when it was integrative with the main purposes of schooling, and took place at school or district levels, rather than in fragmented programs. The IASA was one of four major legislative policy changes in educational policy in 1994. Goals 2000 was another of the policy changes that was adopted during this time, which set national educational goals to be met by the year 2000.

Title VII of IASA, encompassing bilingual education, language enhancement and language acquisition programs, incorporated the same policy principles while accentuating the importance of equal opportunity and the value of second language acquisition. Four grant programs were offered under Title VII:

- Program Development and Implementation Grants.
- Comprehensive School Grants
- System-wide Improvement Grants
- Program Enhancement Projects

The description and analysis of funded Program Enhancement Project proposals is the subject of this report. These grants were awarded for the purpose of "carrying out highly focused, innovative, locally designed projects to expand or enhance existing bilingual education or special alternative instruction programs for [Limited English Proficient] students." With the changes in educational policies and the move in educational reform from stand-alone programs to school-wide or district level, integrative efforts, the Enhancement projects were an opportunity for previously funded Transitional Bilingual Education and Special Alternative Instructional

Programs to "scale up" to whole school levels. This category of grants was also an opportunity to add features to existing projects that reflected new approaches to educational reform and services. Ninety seven (97) proposals were funded under the Program Enhancement Projects during the 1995 fiscal year.

In order to structure the analysis of the funded proposals, we took the 19 items identified/requested in the Work Task Order for this contract (see Appendix 1, for a copy of this Task Order), grouped them into six categories of information and proceeded to identify where we would find this information in the proposals. These six categories were: (1) demographic characteristics; (2) proposed goals and objectives; (3) instructional characteristics; (4) parent and family services; (5) professional development; and (6) other program features.

The demographic information was easily obtained from all 97 proposals. The information for the other five categories required a more labor intensive review of the proposals because it was not readily available in forms, tables, or by using common definitions of terms across the 97 proposals. Getting this information required a different strategy of content analysis.

The analysis of the 97 proposals, then, included the demographic and operational information provided in the proposals in compliance with the Request For Proposals instructions (see U.S. Dept. of Education, 1995, pp. 80-84). This information included the proposed projects' location, type of organization, enrollment of LEP and non-LEP students for the district, and language groups to be served by the project. Other administrative and operational data was noted and coded as well (see Appendix 3 for a complete description of the data base structure).

For the second phase of the analysis, a subset of 33 of the funded proposals were randomly selected for a closer examination of the proposed programs' goals and objectives, instructional characteristics, parent and family services, professional development, and other program features. In addition, the proposals were reviewed as to how they proposed to meet the Goals 2000 focus on high performance, standards and equity issues. Only the randomly selected 33 proposals were subjected to this more labor-intensive, second phase analysis.

1.1 Limitations

The data analyzed here pertain to proposed projects aimed at enhancing existing base projects. These base projects were either transitional bilingual education programs or special

alternative instructional programs. In analyzing these data it was often difficult to determine from the way the proposals were written, what part of the proposed program enhancement project was "base" and what part was "enhancement." Therefore, it was also difficult to establish for some proposals who were the populations served and the activities pertaining to each part of the project. This may be due in part to the newness of these grants, and may be corrected by future adjustments in the Request For Proposals. This vagueness and sometimes ambiguity of the proposal narratives (as opposed to the data taken from the forms included in the proposals), was aggravated by missing pages in some of the proposals we received.

The reader should also keep in mind that this analysis is of the *proposals* not of the actual projects as implemented. These data are not project evaluation data, and should be taken within the proposal framework in which they were found. We also did not have access to additional information, other than the proposals. We did not have reviewer comments, negotiated award documents, nor did we contact or communicate with the funded projects. Also, while the Task Order identifies proposals for all programs under SubPart 1 of Title VII, we received only the Program Enhancement Proposals for review and analysis.

These limitations to the data and analysis do not, however, mitigate the importance of the information resulting from this analysis. We believe the information resulting from this analysis to be useful in limited ways.

1.2 Organization of the Report

The results of the analysis are presented in section 2.0 of this report and organized into 6 subsections: demographic characteristics, goals and objectives, instructional characteristics, parent and family services, professional development and personnel training, and other program features. In addition, profiles of what appear to be exemplary proposals in some of these areas are presented in "Profile" boxes throughout section 2.0. These "Profiles" identify the proposed project, its location, and a brief description of their noteworthy proposed activity.

A conclusion section provides a summary of the analysis, conclusions and recommendations. Appendices include the Task Order guiding the contract work, a control list of the proposals

reviewed, and a description of the database structure used to analyze the proposals.

2.0 Data Analysis and Findings

This section presents summary data, findings, and interpretation in six areas of interest of the 97 proposals for the Title VII Program Enhancement Project grants: (1) demographic characteristics, (2) goals and objectives, (3) instructional characteristics, (4) parent and family services, (5) professional development and personnel training, and (6) other program features. The information for the demographic characteristics was obtained from all 97 funded proposals. The information for the other five areas came from a content analysis of 33 randomly selected proposals, a subset of the total ninety seven (97) funded proposals.

2.1 Demographic Characteristics

The U.S. Department of Education funded 97 Program Enhancement Projects distributed across 21 states. California had the largest number of projects funded (51.5%; N=50). New York received 8.2% (8) of the total programs funded. Oklahoma and Texas, each received 6.2% (six grants each) of the programs and Pennsylvania was granted 3.1% (3) of the total (see Table 1 and Figure 1). Montana had four proposals funded: two from school districts and two from American Indian reservations (see Figure 1).

Figure 1—Distribution of Program Enhancement Projects by State, U.S., 1995

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Table 1—Distribution of projects by state, 1995 (N=97)

State	Projects Awarded		Projects Reporting	Students Served					
				Total		LEP		Non-LEP	
	N	%	N	N	%	N	%	N	%
California	50	51.5%	41	29,490	55.1%	20,585	56.7%	8,905	47.7%
New York	8	8.2%	8	3,937	7.4%	3,423	9.4%	514	2.8%
Oklahoma	6	6.2%	6	1,726	3.2%	1,173	3.2%	553	3.0%
Texas	6	6.2%	6	1,475	2.8%	1,293	3.6%	182	1.0%
Pennsylvania	3	3.1%	2	8,410	15.7%	2,656	7.3%	5,754	30.8%
Florida	2	2.1%	1	1,677	3.1%	616	1.7%	1,061	5.7%
Hawaii	2	2.1%	2	150	0.3%	93	0.3%	57	0.3%
Louisiana	2	2.1%	1	198	0.4%	198	0.5%	0	0.0%
Montana	2	2.1%	2	703	1.3%	681	1.9%	22	0.1%
Montana - Indian Reservations	2	2.1%	1	114	0.2%	64	0.2%	50	0.3%
Nebraska	2	2.1%	2	2,175	4.1%	2,175	6.0%	0	0.0%
New Mexico	2	2.1%	2	736	1.4%	406	1.1%	330	1.8%
Alabama	1	1.0%	1	123	0.2%	123	0.3%	0	0.0%
Colorado	1	1.0%	1	250	0.5%	250	0.7%	0	0.0%
District of Columbia	1	1.0%	1	211	0.4%	111	0.3%	100	0.5%
Indiana	1	1.0%	1	186	0.3%	186	0.5%	0	0.0%
Iowa	1	1.0%	0	N/A	0.0%	1,414	3.9%		
Maryland	1	1.0%	1	654	1.2%	203	0.6%	451	2.4%
Massachusetts	1	1.0%	0	N/A	0.0%	N/A	0.0%	0	0.0%
Minnesota	1	1.0%	1	103	0.2%	103	0.3%	0	0.0%
Oregon	1	1.0%	1	117	0.2%	125	0.3%	(8)	0.0%
Utah	1	1.0%	1	1,100	2.1%	405	1.1%	695	3.7%
Totals	**97**		**82***	**53,535**		**36,283**		**18,666**	
No Answer*		0.0%	15	16	16.5%	15			
Totals	97		97	97		97			

* 15 programs were missing information because of missing pages, non-answers, and incorrect information given.

These 97 proposals requested $13,123,418 for the first year (1995-96), and $12,875,625 for the second year (1996-97), for a total funding request of $25, 999,043 (see Table 2). The proposed applicant contributions to these projects was $9,888,387 for the first year and $9,403,900 for the second year. A total of $45,291,330 was proposed and committed to carry out these projects in the proposals. Since we did not have access to the negotiated awards for the funded projects, we do not have the actual awarded amounts.

Table 2—Requested funding and contributions

	Year 1 (1995-96)	Year 2 (1996-97)	Totals
Funding request	$ 13,123,418.00	$ 12,875,625.00	$ 25,999,043.00
Applicant contribution	$ 9,888,387.00	$ 9,403,900.00	$ 19,292,287.00
Totals	$ 23,011,805.00	$ 22,279,525.00	$ 45,291,330.00

2.1.1 Number of students served

The number of students in the applicant's service area and to be served in the proposed program was required on the "SD Form." For the Enhancement project proposals the total number of students and the number of limited English proficient (LEP) students was asked for the district and project, but not the school. Three of the proposals were missing data for the applicant's service area (district or consortium of districts), and 15 proposals were missing data for the project. These 82 proposals with project data, proposed to collectively serve 53,535 students. Of these, 36,283 were reported as classified Limited English Proficient and 17,252 were classified as non-LEP students (see Table 1).

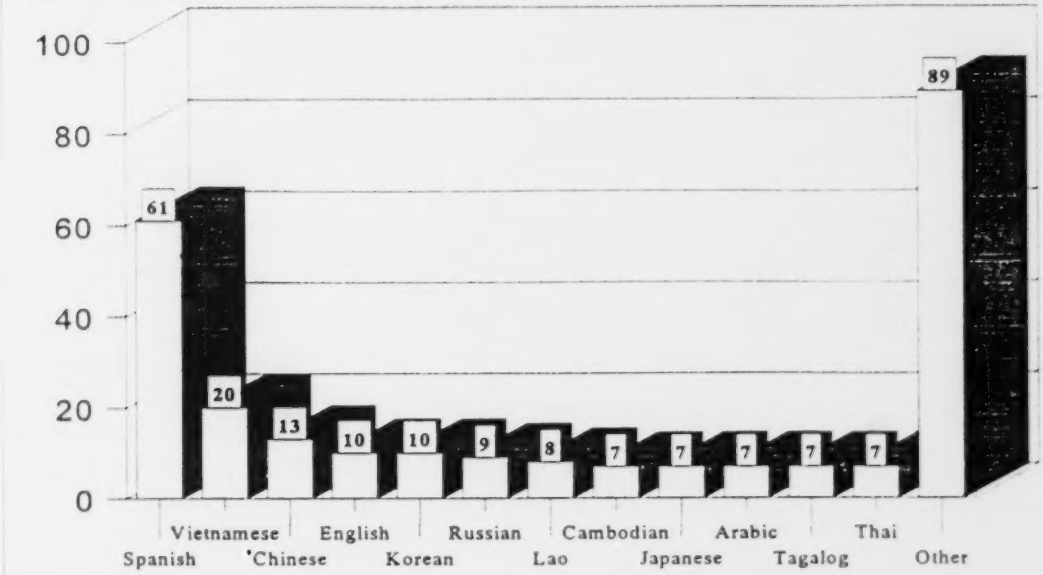
2.1.2 Language characteristics of students in the programs

There were 78 different language groups specifically identified in the proposals. Seventy-nine (79) out of the 97 proposals identified their target languages. Several proposals labeled groups of languages under categories like "other languages" or "Asian languages" (see Table 3). The five most frequently identified language groups to be served were: Spanish (62.9%; 61), Vietnamese (20.6%; 20), Chinese (13; an additional 5 programs identified Cantonese, while 3 additional programs identified Mandarin, for a total of 21 or 21.6%), Korean (10.3%; 10), and Russian (9.3%; 9) (see Figure 2).

In California, the five most frequently identified language groups to be served included: Spanish (68%; 34), Vietnamese (20%; 10), Korean (12%; 6), Japanese and Arabic (10%; 5 each). In New York, the two most frequently identified language groups were: Spanish (62.5%; 5), and Chinese (50%; 4).

Thirty five percent (35.1%; 34) of the proposals targeted only one language group. Twenty six percent (26.8%; 26) focused solely on Spanish as the language group to be served. Seven percent (7.2%; 7) of the funded programs addressed only two languages (these languages were inevitably Spanish and English). Eight percent (8.2%; 8) of the proposals were funded to serve American Indian language groups such as: Cherokee, Otoe-Missouri, Pawnee, Ponca, Creek, Osage, Potawatomie, Otoe, Seneca, Blackfoot, Kaw, Choctaw, Crow, Salish, Kootenai, and Navajo. Only one program addressed Hawaiian native languages.

Figure 2—Distribution of Funded Enhancement Projects, by Language, 1995



2.1.3 Grades covered by the program

In all, there were 19 different combinations of grades/ages in the classification of schooling levels by the proposed projects. This made it difficult to generalize the level of schools served by the proposed projects, except for an emphasis on elementary grades (see Table 4). On the other hand, the projects did report on the individual grades served by their proposed projects (see Table 5). By looking only at the grades served, and not how they are clustered into schools, the majority of projects served grades K through 5. Other grades were served by fewer than half of the projects in descending order from grades 6 through 12. Nine percent (9.3%; 9) of the proposals did not have information on the grades to be served.

- Fifty five (56.7%) were designed to serve Pre-K to 8th grade levels;
- Twenty one (21.6%) planned to offer services to grades 6th through 12th and adults;
- Twelve (21.6) were directed at all grade levels, from Pre-K to adults.

Of the fifty (50) funded programs in California, 38% (19) were for the traditional elementary level of K through 6th grade students, and 22% (11) targeted the traditional secondary level of 7th through 12th graders. Of the 8 New York proposals, half (50%; 4) were for the traditional

elementary level of Kindergarten through 6th grades, and 25% (2) were for the traditional secondary level of 7th through 12th grades. In addition, four (4.1%) of the programs not only reported serving the students but also the parents and other adults in the community. In general, bilingual programs tend to serve elementary school students and the Program Enhancement proposals were no exception.

Table 3—Language groups served by the programs, by selected states, 1995

Language	Total		CA		NY		OK		TX		FL		HI		Others	
group	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Spanish	61	62.9%	34	68.0%	5	62.5%	0	0.0%	5	83.3%	1	50.0%	0	0.5%	16	69.5%
Vietnamese	20	20.6%	10	20.0%	0	0.0%	0	0.0%	1	16.7%	0	0.0%	0	0.0%	9	39.1%
Chinese	13	13.4%	2	4.0%	4	50.0%	0	0.0%	1	16.7%	0	0.0%	0	0.0%	6	26.1%
English	10	10.3%	2	4.0%	2	25.0%	2	40.0%	2	33.3%	0	0.0%	0	0.0%	2	8.7%
Korean	10	10.3%	6	12.0%	1	12.5%	0	0.0%	1	16.7%	0	0.0%	0	0.0%	2	8.7%
Russian	9	9.3%	3	6.0%	1	12.5%	0	0.0%	1	16.7%	0	0.0%	0	0.0%	4	17.4%
Lao	8	8.2%	4	8.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	17.4%
Cambodian	7	7.2%	4	8.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	13.0%
Japanese	7	7.2%	5	10.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	8.7%
Arabic	7	7.2%	5	10.0%	0	0.0%	0	0.0%	1	16.7%	0	0.0%	0	0.0%	1	4.3%
Tagalog	7	7.2%	3	6.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	50.0%	3	13.0%
Thai	7	7.2%	2	4.0%	0	0.0%	0	0.0%	1	16.7%	0	0.0%	0	0.0%	4	17.4%
Farsi	6	6.2%	5	10.0%	0	0.0%	0	0.0%	1	16.7%	0	0.0%	0	0.0%	0	0.0%
Portuguese	6	6.2%	1	2.0%	0	0.0%	0	0.0%	1	16.7%	0	0.0%	0	0.0%	4	17.4%
Cantonese	5	5.2%	4	8.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	4.3%
Filipino	5	5.2%	5	10.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Hmong	4	4.1%	3	6.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	4.3%
French	4	4.1%	2	4.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	8.7%
Mandarin	3	3.1%	3	6.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Indonesian	3	3.1%	1	2.0%	0	0.0%	0	0.0%	1	16.7%	0	0.0%	0	0.0%	1	4.3%
Kurdish	3	3.1%	2	4.0%	0	0.0%	0	0.0%	1	16.7%	0	0.0%	0	0.0%	0	0.0%
Turkish	3	3.1%	1	2.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	8.7%
Hindi	3	3.1%	2	4.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	4.3%
Urdu	3	3.1%	1	2.0%	0	0.0%	0	0.0%	1	16.7%	0	0.0%	0	0.0%	1	4.3%
Mien	3	3.1%	3	6.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Cherokee	3	3.1%	1	2.0%	0	0.0%	2	40.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Ilocano	2	2.1%	1	2.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	50.0%	0	0.0%
Taiwanese	1	1.0%	1	2.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Armenian	1	1.0%	1	2.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Other lang.*	31	32.0%	4	8.0%	1	12.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	26	113.0 %
No Answer	18	18.6%	10	20.0%	1	12.5%	1	20.0%	1	16.7%	1	50.0%	0	0.0%	4	17.4%
Forms	97		50		8		5		6		2		2		23	

Note: A proposed program could serve more than one language group, so the totals above will add up to more than 97 and 100%.

* Nine (9) projects used the category "other languages" and did not specify which languages. The following languages were identified by some projects: Pawnee, Otoe-Missouri, Ponca, Creek, Osage, Potawatomie, Otoe, Crow, Choctaw, Seneca, Blackfoot, Kaw, Navajo, Salish, Kootenai, and other tribes; Amharic, Bosnian, Harary, German, Bengali, Pushto, Punjabi, Tigrinya, Samoan, Czech, Aramic, Croatian, Gujarati, Polish, Romanian, Malamanian, Hungarian, Haitian, Haitian/Creole, Jamaican, Chaldean, Tongan, Hebrew, French-Ivory Coast, French-Nigeria, Danish, Bosnian, Jordanian, Nuer (Sudanese), Somalian, Swahili, Hawaiian, Mayan, Creole, S.E. Asian and Asian languages (not specified).

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Table 4—Distribution of Funded Projects by Levels of Schooling, 1995

Levels of schooling	Total		CA	NY	OK	TX	FL	HI	Others
	N	%							
Elementary (K-6)	34	35.1%	19	4	1	2	2	1	5
Secondary (7-12)	19	19.6%	11	2	1	1	0	0	4
K-8	9	9.3%	4	0	3	0	0	0	2
K-12	6	6.2%	1	0	0	0	0	0	5
PreK	4	4.1%	2	0	0	1	0	1	0
6-8	3	3.1%	1	0	0	0	0	0	2
Other*	13	13.4%	5	2	1	2	0	0	3
No Answer	9	9.3%	7	0	0	0	0	0	2
Total programs	97	100.0%	50	8	6	6	2	2	23

*Other—There was one each for: 6-12, 1-12, Pre-k-6, K-12 (including 100 parents), K-9, 5-8, 4-8, Pre-k-12, Pre-k-4, Pre-k-12 (including adults), only parents/adults, and students and adults in Pre-k-12.

Table 5—Distribution of planned services by grade, 1995 (N=97)

Grade	N	%
Pre-K	9	9.3%
K	52	53.6%
1th	52	53.6%
2th	52	53.6%
3th	53	54.6%
4th	52	53.6%
5th	50	51.5%
6th	42	43.3%
7th	34	35.1%
8th	34	35.1%
9th	32	33.0%
10th	28	28.9%
11th	28	28.9%
12th	28	28.9%
Other	5	5.2%
No answers	9	9.3%

2.2 Goals and Objectives

This section focuses on the goals of the proposed projects, including the types of programs being enhanced or expanded by grants. Restructuring efforts are examined as well as proposed short term and long term goals and objectives for students, staff development, and parents. This and subsequent sections are primarily based on the closer content analysis of the 33 randomly selected proposals.

It is important to keep in mind that these proposals were to expand existing projects. Consequently some of their goals were reflective of the goals of the base projects. Most of the base programs were funded for three years, while the enhancement projects were for two years, starting in the final year of the base project.

PROFILE — GOALS

1. PROPOSED SHORT TERM AND LONG TERM GOALS

OKLAHOMA

THE OSAGE COUNTY INTERLOCAL COOPERATIVE/WOODLAND SCHOOL/FRONTIER SCHOOL DISTRICT PROJECT, A PREK-6 GRADE PROJECT, PROPOSED GOALS/OBJECTIVES THAT ADDRESS THE LEP STUDENTS INSTRUCTIONAL NEEDS BY PROVIDING INTENSIFIED LANGUAGE AND CONTENT AREA SKILLS; UTILIZING TECHNOLOGY; HAVING THE STUDENTS PARTICIPATE IN ACADEMIC COUNSELING; VALUING CULTURAL, LINGUISTIC, AND ETHNIC DIVERSITY; AND BY MAINTAINING POSITIVE SELF CONCEPTS. THE OBJECTIVES WILL ADDRESS THE NEED FOR PROGRAMS FOR NEW LEP STUDENTS BY EXPANDING THE PROGRAMS TO NEW SITES. THEY WILL ADDRESS STAFF NEEDS TO IMPROVE SKILLS IN ALTERNATIVE ASSESSMENT, THE PROMOTION OF A POSITIVE SELF-CONCEPT, TRIBAL CUSTOMS AWARENESS, CONTENT AREA KNOWLEDGE, PROGRAM IMPLEMENTATION, USE OF EFFECTIVE MODELS AND INSTRUCTIONAL APPROACHES, CURRICULAR COORDINATION AND DEVELOPMENT OF THEMATIC UNITS , AND THE INVOLVEMENT OF COMMUNITY RESOURCES IN THE CLASSROOMS. THEY WILL ALSO ADDRESS COMMUNITY NEEDS TO IMPROVE FAMILIES' EDUCATIONAL SKILLS AND ACCESS TO LOCAL SERVICES. FINALLY, THEY WILL ADDRESS NEEDS IN DISSEMINATION FOR SHARING DATA AND CURRICULAR PRODUCTS WITH A BROAD AN AUDIENCE AS POSSIBLE.

2.2.1 Program types

The Request For Proposals required that the type of the "base" program being enhanced be identified. Of the 97 funded proposals, 73.2% (71) indicated they had a bilingual education base program, 21.6% (21) indicated they had a special alternative instructional program base, 1% (1) indicated "other," and 4.1% (4) did not provide an answer to this question (see Table 6).

The sample of 33 proposals selected for more intensive content analysis reflected base programs in slightly different proportions. Sixty-three percent (63.6%; 21) of the 33 sampled proposals were enhancing bilingual education programs. Another 30% (10) of the sampled proposals were enhancing special alternative instructional programs (SAIP), which are designed and defined by its exclusive use of English for instruction. However, a closer look at the roles and uses of the non-English languages in the proposed projects showed that 78.8% (26) of the 33 proposals, (15% more than had bilingual education program as a base), planned goals, methods or activities promoting the development of bilingual proficiency in the non-English as well as English languages. Seven (21.2%) of the programs did not propose any type of non-English language development, and continued the exclusive English instruction of their base special alternative instruction programs (see Table 7). This suggests that some of the SAIP programs opted to "scale up" to include non-English language instruction and goals through their program enhancement projects.

Table 6—Types of funded base programs, 1995

Type of Program	Total		Sample	
	N	%	N	%
Bilingual education	71	73.2%	21	63.6%
Special alternative instructional program	21	21.6%	10	30.3%
Other	1	1.0%	0	0.0%
No Answer	4	4.1%	2	6.1%
Totals	97	100.0%	33	100.0%

Table 7—Enhancement proposals including English and non-English languages, 1995

Proposed bilingual proficiency as goal, method,	Number	Percentage
Yes	26	78.8%
No	7	21.2%
No Answer	0	0.0%
Totals	33	100.0%

2.2.2 School restructuring goals

Proposals were analyzed to identify and review their proposed goals as well as their relationship to Goals 2000. We found that all 33 sampled proposals included mention and had some integration of the Goals 2000 legislation. While these general goals were identified, however, very few of the proposals (15.2%; 5) specifically related their proposed activities to restructuring of schools. Programs with some type of school restructuring goals proposed the following:

- Develop a district-wide systemic Goals 2000 restructuring program focused on literacy, reading and writing across the curriculum.
- Develop a district-wide restructuring program to include technology, Family Service Center, and development of an inter-agency unit to interact with colleges and businesses.
- Lengthen the school day by three hours.
- Restructure and enrich the LEP students' current curriculum.
- Provide an integrated approach to services.
- Train parents to support the educational growth of their children.
- Prepare children for success in the regular school program.
- Train a cadre of personnel.

2.2.3 Proposed short-term and long-term goals

The goals and objectives of the 33 sampled proposals fell into three different components:

students, staff development, and parents. Student goals tended to focus on subject matter development and academic achievement. Professional or staff development tended to focus on knowledge, skills and abilities teachers need to effectively teach limited English proficient students. Parent goals focused on both involving parents in school activities and in the development of parental skills, abilities and schooling.

Student component

While the 33 sampled proposals averaged a little over three goals per proposal, most concentrated on the development of English language proficiency and improving academic achievement. In addition, the proposed student centered activities aimed at:

- Developing non-English language proficiency (63.6%; 21).
- Developing subject matter competence, especially in math (30.3%; 10) and science (33.3%; 11), was the principal goal for almost one-third of the proposals (see Table 8).

The 33 sampled proposals reported a smorgasbord of additional objectives, including: computer assisted instruction (CAI); computer literacy; multi-cultural development; parental support to increase achievement; REACH Literacy Program; pre-literacy development; develop reading and writing academies; remediate English writing skills in all core curriculum areas; intensive 6-week summer English program; develop a literacy survival class (for non-literate students); 6-week summer discovery (science) program; leadership programs for students; theme-related field trips; peer-tutoring; improve GPA; introduce teaching as a career; student trips and speakers; stay in school; and improve attendance.

Staff development component

The 33 sampled proposals averaged 3 staff development goals per proposal. The staff development goals generally fell into four categories: (1) improve teacher knowledge base; (2) develop instructional skills; (3) expand curriculum development skills; and (4) support teacher certification/credentialing and advanced training (see Table 9). However, there was no compensation from the grants to teachers for this professional development.

Table 8—Proposed student component goals/objectives, 1995

Goals and/or objectives	Number	Percentage
Develop English language proficiency (literacy- reading, writing)	31	93.9%
Develop non-English language proficiency (literacy- reading, writing)	21	63.6%
Increase knowledge and achievement in science	13	39.4%
Increase knowledge and achievement in math	11	33.3%
Increase academic achievement	10	30.3%
Develop a positive self-esteem	8	24.2%
Increase knowledge and achievement in technology	6	18.2%
Increase knowledge and achievement in social science	4	12.1%
Post-secondary college/career advisement	3	9.1%
Develop higher order thinking skills in English	3	9.1%
Develop higher order thinking skills in non-English language	2	6.1%
Other	18	54.5%
No Answer	0	0.0%

Note: Proposals include several goals, therefore the total number of goals proposed (104) exceeds the number of proposals analyzed (33).

Table 9—Proposed staff development component goals/objectives, 1995

Goals and/or objectives	Number	Percentage
Develop and implement effective teaching methodology/techniques for LEP students	15	45.5%
Increase teacher certification	12	36.4%
Increase teachers' multicultural awareness	9	27.3%
Develop thematic/integrated curricula	9	27.3%
Develop an authentic/alternative assessment protocol (includes portfolio development)	8	24.2%
Acquire knowledge and skills needed to integrate content areas and English language process skills	6	18.2%
Develop students' literacy in English	5	15.2%
Use of computers/technology	4	12.1%
Acquire knowledge and skills needed to integrate the visual/performing arts with the core curriculum	3	9.1%
Specially Designed Academic Instruction in English inservice	2	6.1%
Integration of content areas with non-English language process skills	2	6.1%
Improve assessment and placement of LEP students	2	6.1%
Develop students' literacy in non-English language	2	6.1%
Develop instructional methods based on Gardner's seven intelligences	1	3.0%
Increase teachers' knowledge concerning post-secondary college/career advisement	1	3.0%
Acquire knowledge and skills needed to integrate higher order thinking skills across the curriculum	1	3.0%
Other	17	51.5%
No Answer	0	0.0%

Note: Proposals included more than one objective, therefore the total number of programs proposed (99) exceeds the number of proposals analyzed (33).

Parent component

The sampled thirty three proposals did not include as many goals (averaging 2.3 per proposal) for parent involvement as they did for students and professional development. Parent involvement in school activities (72.7%; 24) was the most frequent proposed activity for parents (see Table 10). Strategies to accomplish this goal included: providing computer assisted

instruction (CAI); awareness of school system and services; REACH Literacy Program for parents; providing access to appropriate social services; organizing parent involvement committee; organizing a parents' performing club to support students performances; enhance and strengthen the parents' role in the education of their children; establishing a parents' Welcome Center (ESL support, Head Start program, and community services).

The second most common goal found in the proposals' parent component was the development of parents' skills, knowledge, and schooling. Almost one third (30.3%; 10) of these sampled proposals sought parent involvement goals through generic in-service workshops for parents. More specific activities for parents were to: develop parents' English proficiency (30.3%; 10); develop parenting skills (24.2%; 8); increase literacy (18.2%; 6); lead parents to some type of school completion/certification—GED, college courses (12.1%; 4); develop non-English language proficiency (9.1%; 3); and to develop leadership skills (6.1%; 2).

Table 10—Proposed parent component goals/objectives, 1995

Goals and/or objectives	Number	Percentage
Increase parent involvement in school	24	72.7%
Develop parents English proficiency	10	30.3%
Increase parent inservices	10	30.3%
Develop parental skills	8	24.2%
Develop parents literacy	6	18.2%
Program that leads parents to some type of certification (GED, college courses)	4	12.1%
Develop parents non-English proficiency	3	9.1%
Leadership development	2	6.1%
Other	11	33.3%
No Answer	0	0.0%

2.3 Instructional Characteristics

This section reports on the analysis of the curriculum and instruction proposed by the grantees. Specifically, the questions posed were:

- What subjects are being affected by the proposed activities?
- What instructional methods are being proposed?
- How is student academic assessment to be carried out?

PROFILE– INSTRUCTION

2. INSTRUCTIONAL CHARACTERISTICS

CALIFORNIA

A. INSTRUCTIONAL METHODS

THE OAK GROVE SCHOOL DISTRICT 4TH-6TH GRADE LEVEL PROJECT PROPOSED A STAFF DEVELOPMENT COMPONENT THAT OFFERS TEACHERS A NUMBER OF INSTRUCTIONAL METHODS AND STRATEGIES FOR ASSISTING STUDENTS FROM CULTURALLY AND LINGUISTICALLY DIVERSE BACKGROUNDS TO ACHIEVE ACADEMIC AND SOCIAL SUCCESS. SOME OF THESE INSTRUCTIONAL METHODS INCLUDE **SPECIALLY DESIGNED ACADEMIC INSTRUCTION IN ENGLISH** (SDAIE) - A METHOD THAT PROVIDES COMPREHENSIBLE INPUT FOR STUDENTS DEVELOPING COGNITIVE ACADEMIC LANGUAGE PROFICIENCY IN ENGLISH THAT IS USED IN CALIFORNIA; **PROJECT GLAD** (GUIDED LANGUAGE ACQUISITION DESIGN) WHICH INCLUDES INTERACTIVE, COOPERATIVE STRUCTURES, CONTEXTUALIZED LANGUAGE SCAFFOLDING AND GRAPHIC ORGANIZERS, THEMATIC INSTRUCTION, STUDY SKILLS DEVELOPMENT AND ON-GOING TESTING (INCLUDING AUTHENTIC ASSESSMENT); AND **COMPLEX INSTRUCTION** - A TEACHING APPROACH BASED ON RESEARCH THAT WAS DEVELOPED AT STANFORD UNIVERSITY AND OFFERS 15 YEARS OF DOCUMENTED EVIDENCE OF ACHIEVEMENT - THE MODEL USES COOPERATIVE STRUCTURES TO ACCESS CONTENT LEARNING (MATH AND SCIENCE) AND SUPPORTS THE DEVELOPMENT OF HIGHER ORDER THINKING SKILLS IN ACADEMICALLY AND LINGUISTICALLY HETEROGENEOUS CLASSROOMS.

MASSACHUSETTS

B. PROPOSED ALTERNATIVE ASSESSMENT

THE CAMBRIDGE PUBLIC SCHOOLS' 6TH-12TH GRADE PROJECT PROPOSED A SECOND PHASE TO THEIR PROJECT THAT FOCUSES ON THE DEVELOPMENT AND REFINING OF A DISCOVERY CURRICULUM BY THE DEVELOPMENT TEAM (STAFF TEACHERS AND COORDINATOR). THIS CURRICULUM CONSISTS OF COOPERATIVE/PROJECT BASED ACTIVITIES, INTERDISCIPLINARY ACADEMIC OFFERINGS, FIELD PROJECTS, COMMUNITY BASED LEARNING EXPEDITIONS, A SENSE OF COMMUNITY AMONG STAFF AND STUDENTS, AND THE BUILDING OF THE ENGLISH LANGUAGE AND ACADEMIC SUBJECTS. ALTERNATIVE STUDENT ASSESSMENT STRATEGIES WILL BE USED THAT INCLUDE: STUDENT PORTFOLIOS TO BE USED TO DOCUMENT GROWTH IN STUDENT PROFICIENCY IN READING, WRITING, AND SPEAKING ENGLISH; STUDENT PERFORMANCE REQUIREMENTS TO BE USED TO DOCUMENT LEVELS OF STUDENTS' ENGLISH, ACADEMIC SKILL DEVELOPMENT, AND MASTERY OF TECHNOLOGY; AND TEACHERS' OBSERVATIONS REGARDING THE STUDENTS' ENGLISH PROFICIENCY, SOCIAL SKILLS, AND ACADEMIC COMPETENCY. STAFF DEVELOPMENT WILL FOCUS ON PORTFOLIO AND PERFORMANCE-BASED STRATEGIES FOR ASSESSING AND MONITORING STUDENT GROWTH AND DEVELOPMENT.

2..3.1 What subjects are being affected by the proposed activities?

The 33 sampled Program Enhancement Project proposals addressed an average of just over 3¼ subject areas in their project activities (see Table 11 for a listing of the subject areas). Almost all of the 33 proposals addressed English language arts (93.9%; 31), while almost half of them focused on non-English language arts (48.5%; 16), math (42.4%; 14), science (42.4%; 14), or technology (39.4%; 13). Less than a quarter of the sampled proposals intended to cover social science (24.2%; 8), or the visual/performing arts (9.1%; 3).

Twenty seven (82%) of the proposals analyzed covered two or more subjects, while only six (18.2%) reported covering only one subject area (English language arts). On average there were three subjects proposed to be covered (see Table 12).

Table 11—Curriculum areas covered by proposed programs, 1995

Content area	Number	Percentage
Language arts - English language	31	93.9%
Language arts - Non-English language	16	48.5%
Math	14	42.4%
Science	14	42.4%
Technology	13	39.4%
Social science	8	24.2%
Visual/performing arts	3	9.1%
Other*	7	21.2%
No Answer	0	0.0%

*Other—social study program (Democracy 2000), school to work and school to career, general academic achievement, thematic based (all content, integrated approach), all content, and Family literacy.

Note: Proposals included more than one objective, therefore the total number of goals proposed (99) exceeds the number of proposals analyzed (33).

Table 12—Number of subject areas addressed by proposals (N = 33)

Number of subjects	Number	Percentage
0	0	0.0%
1	6	18.2%
2	5	15.2%
3	10	30.3%
4	4	12.1%
5 +	8	24.2%
Total replies	33	100.0%

2.3.2 What instructional methods are being proposed?

The 33 sampled proposals included 34 different identifiable instructional methodologies. Each of the proposals included an average of four instructional methods (see Table 13). The most frequently mentioned methods were identified by about half the proposals: integration of content and literacy (51.5%; 17); hands-on instruction (45.5%; 15); technology (45.5%; 15); and cooperative learning (45.5%; 15). About a third of the proposals also identified sheltered instruction (39.4%; 13) or the thematic approach (33.3%; 11). Less than a quarter identified the whole language approach (24.2%; 8) and communication skill development (18.2%; 6).

The coding of the proposed instructional strategies was challenging. While we worked with "standard" categories of curriculum and definitions of instruction, the proposals were more varied in their use of terms, and especially in their descriptions of instructional activities (in part forced by the space limits of the proposals, we believe). There was no single definition used for "instructional method" across the proposals. The proposed instructional designs ranged from

small student centered activities, to full classroom management and organization, to complete curricular programs. Likewise, the term "technology" had a dual purpose. Some proposals included and used technology as part of the curricular materials for the students (e.g., computer based instruction). Other proposals used "technology" as a subject, with appropriate staff development and student learning objectives. The proposed methodologies reflected instructional approaches well documented as effective in the literature, such as the REACH literacy program, Complex Instruction, High Scope, and Math Their Way.

Table 13—Proposed methodologies for providing instruction, 1995

	Total		CA (N=13)		Other states (N=20)	
Proposed methodology	N	%	N	%	N	%
Integration of content and literacy (reading/writing)	17	51.5%	7	53.8%	10	50.0%
Hands-on instruction	15	45.5%	4	30.8%	11	55.0%
Technology	15	45.5%	6	46.2%	9	45.0%
Cooperative learning	15	45.5%	5	38.5%	10	50.0%
Sheltered instruction	13	39.4%	8	61.5%	5	25.0%
Thematic approach	11	33.3%	5	38.5%	6	30.0%
Whole language approach	8	24.2%	4	30.8%	4	20.0%
Communication skill development (reading, writing, speaking, listening)	6	18.2%	2	15.4%	4	20.0%
Individualized instruction	3	9.1%	0	0.0%	3	15.0%
Integration of visual/performing arts and English language literacy	3	9.1%	2	15.4%	1	5.0%
Literature-based instruction	2	6.1%	0	0.0%	2	10.0%
Integrated language and career advisement	2	6.1%	1	7.7%	1	5.0%
Natural Approach	2	6.1%	0	0.0%	2	10.0%
Learning centers	2	6.1%	1	7.7%	1	5.0%
Use of graphic organizers	2	6.1%	1	7.7%	1	5.0%
Socratic questioning	1	3.0%	0	0.0%	1	5.0%
Other	19	57.6%	7	53.8%	12	60.0%
No Answer	0	0.0%	0	0.0%	0	0.0%

There seemed to be a little regional difference in the distribution/use of these methods between California and the rest of the nation. We looked at those instructional methods advocated by more than 20% of the proposals. If there was a difference of 10% or more between California and the rest of the country, we identified that method. There were four such methods identified by this procedure. Hands-on instruction was included in 55% (11) of the sampled proposals in the country, while only 30.8% (4) of the California proposals included it. A similar, but not as large discrepancy was found in the inclusion of cooperative learning structures in the classroom. California included it in 38.5% (5) of the proposals, while the rest of the country

included it in 50% (10) of the proposals. Sheltered instruction was included by California proposals 61.5% (8) of the time, and the rest of the country included it 25% (5) of the time. The fourth method, whole language instruction, was included by 30.8% (4) of the California proposals and 20.4% (4) of the proposals in the rest of the nation. While these proportions are based on small numbers, and thus, subject to greater percentage distortion, there is in California, a greater emphasis on sheltered and whole language instruction; while hands-on instruction and cooperative learning are less prevalent than in the other states (see Table 13).

2.3.3. How is student academic assessment to be carried out?

Over half (57.6%; 19) of the programs reported making use of alternative assessment methodologies that included: portfolios (42.4%;14); authentic assessment (36.4%; 12); interviews (6.1%; 2); self-evaluations (6.1%; 2); performance-based assessment learning logs, anecdotal records, community-based activities, student products (poetry, story books), writing samples, and observations (see Table 14). Another 42.4% (14) of the programs did not include any information concerning proposed assessment methodologies.

Table 14—Proposed alternative assessment methodologies, 1995

Proposed assessment methodologies	Number	Percentage
Portfolios	14	42.4%
Authentic assessment	12	36.4%
Performance-based assessment	4	12.1%
Learning logs	2	6.1%
Interviews	2	6.1%
Self-evaluations	2	6.1%
Other	6	18.2%
No Answer	14	42.4%

2.4 Parent and Family Services

Instructional programs that involve parents in meaningful roles often find improved academic achievement by students in those programs. There are a wide range of strategies to obtain this meaningful involvement. This section focuses on the non-instructional services proposed in the Program Enhancement project descriptions, including (1) comprehensive, school-linked services, and (2) parent involvement in school activities, especially school governance. Almost three-quarters (¾) of the sampled proposals (72.7%; 24), included some strategy for parent, family, or community involvement in the program.

PARENT/FAMILY SERVICES

3. PARENT AND FAMILY SERVICES

MONTANA

A. COLLABORATION

THE CONFEDERATED SALISH AND KOOTENAI TRIBES' TWO EAGLE RIVER SCHOOL'S PROJECT, A 9TH-12TH GRADE LEVEL PROJECT PROPOSED TO CREATE PARTNERSHIPS WITH PARENTS, ELDERS, EXTENDED FAMILY MEMBERS, STAFF OF SALISH KOOTENAI COLLEGE, PEOPLE'S CENTER (A CULTURAL SUPPORT CENTER) AND THE CULTURE COMMITTEE. TRIBAL DEPARTMENTS WILL ALL SERVE AS RESOURCE PEOPLE AND EXPERTS. TRANSPORTATION WILL BE PROVIDED FOR ELDERS, ALSO TIME AND OPPORTUNITY FOR THEM TO BECOME AN INTEGRAL PART OF THE PROGRAM. THE INTEGRATION OF THE CURRICULUM WITH CULTURE AND LANGUAGE WILL PROVIDE CONNECTIONS THUS RELEVANCY FOR ENGLISH, ENHANCING LEARNING AND ACHIEVEMENT, NOT ONLY IN ACADEMICS AND LINGUISTIC AREAS BUT ALSO IN THE AREA OF WORK RELATED SKILLS.

IN ADDITION, THE TWO EAGLE RIVER SCHOOL IS LOCATED NEAR MANY ENVIRONMENTAL STUDY AREAS THAT ARE AVAILABLE FOR FIELD TRIPS AND STUDIES—THE NATIONAL BIRD REFUGE, FLATHEAD LAKE, FLATHEAD RIVER, NATIONAL BISON RANGE, ALPINE ECOSYSTEMS & PRAIRIES.

FLORIDA

B. PARENT INVOLVEMENT PLANS

THE SCHOOL BOARD OF DADE COUNTY, FLORIDA ELEMENTARY LEVEL PROJECT PROPOSED TO CREATE A PARENT EDUCATION CENTER THAT WILL SERVE THE PARENTS OF THE STUDENTS ENROLLED IN THE ELEMENTARY SCHOOLS IDENTIFIED FOR PARTICIPATION. THE MAJOR GOAL OF THIS PARENT COMPONENT IS TO ASSIST PARENTS IN MAKING LEARNING, LITERACY, AND THE DEVELOPMENT OF CRITICAL AND CREATIVE THINKING A PRIORITY FOR THEM AND THEIR CHILDREN. FAMILIES LEARNING AT SCHOOL AND HOME (FLASH) PROGRAM, A PROJECT AT FLORIDA INTERNATIONAL UNIVERSITY FUNDED THROUGH THE OFFICE OF BILINGUAL EDUCATION AND MINORITY LANGUAGES AFFAIRS (OBEMLA), WILL BE THE VEHICLE TO ACHIEVE THIS GOAL. PROJECT FLASH IS DESIGNED TO INSERVICE LEP PARENTS/ADULTS IN THE AREAS OF ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)/LITERACY AND PARENTING/SCHOOL INVOLVEMENT. THE 40 HOUR PROGRAM WILL BE AUGMENTED BY INCORPORATING ADDITIONAL MODULES TO THE INSTRUCTIONAL COMPONENT DEALING WITH ADVOCACY AND LEADERSHIP FOR PARENTS OF LEP CHILDREN, ESE IDENTIFICATION AND PLACEMENT, AND ISSUES CONCERNING JOB PLACEMENT/EMPLOYMENT.

2.4.1 Non-instructional, comprehensive, school-linked services

Twenty three (23; 69.7%) of the sampled proposals planned to provide non-instructional services to the students through collaboration with local business, community-based organizations, or colleges. Eight (8; 24.3%) of the proposed program enhancements were funded to serve American Indian language groups (Cherokee, Salish, Kootenai). These programs proposed to provide some of the few non-instructional services included in the sampled proposals to the students through partnerships with American Indian organizations and centers (i.e., Confederated Salish and Kootenai Tribes People's Center; Tribal Health and Human Resources Services Dept.).

These collaborations and partnerships provided avenues for adults in the surrounding communities to be involved in the instruction of the students where community and cultural knowledge bearers ("funds of knowledge") would share themselves with students. These collabo-

rations also provided avenues for students to leave their classrooms to be involved in the surrounding communities through field trips, ecology lessons, and living history visits. These visits tended to be interdisciplinary in nature. Other planned activities reported to a lesser extent were:

- Computer assisted adult education (prepare for GED);
- Jr. college classes;
- Job and career counseling;
- Four-week, summer ESL class;
- Talk story (discussion group);
- Home visits; and
- Community-based approach/projects.

2.4.2 Parent involvement plans, especially in school decision-making

There were two main thrusts to parent involvement in the proposed programs—visits to, and participation in the schools, and development of parent's skills and abilities. Sixty percent (60%; 20) of the proposals had parent involvement plans that included parents' attendance and participation in school meetings. Workshop participation to develop skills and abilities were proposed by 54.5% (18) of the sampled proposals. Nine (9; 27.3%) proposed classroom participation, and four (4; 12.1%) proposed conference attendance (see Table 15).

Development of parental skills and abilities was a second major thrust of these plans, with parenting skills "in-service workshops" proposed by 36.4% (12) of the proposals, and literacy programs/reading development proposed by 30.3% (10) of the proposed enhancement programs. English language development services were proposed by 27.3% (9) and leadership development in-service were also included by 15.2% (5) of the sampled proposals.

Three (3; 9.1%) of the sampled proposals reported only one type of activity as part of their parent involvement plan. Two (2; 6.1%) proposals reported parent involvement plans that included developing the parents' non-English native language proficiency. Several of the programs proposed parent involvement plans to include commercial parent programs such as: REACH Literacy program, Smart Start for Parents Program, Parents as Authors Program, Family Math/Science, Mega-Skills, and Home-based Intervention Program (preschool children).

Table 15—Proposed parent activities, 1995 (N=33)

Parental activities	Number	Percentage
School meetings/visitations	20	60.6%
Workshops	18	54.5%
Parental skills in-service	12	36.4%
Literacy program/Reading development	10	30.3%
Classroom participation	9	27.3%
English development	9	27.3%
Leadership development in-service	5	15.2%
Conference attendance	4	12.1%
Non-English language development	2	6.1%
Other	28	84.8%
No Answer	0	0.0%

Note: Each proposal could include several activities, so the total number of activities here do not sum to 33.

2.5 Professional Development & Personnel Training

This section addresses the proposed professional development and personnel training included in the 33 sampled proposals, particularly the number of teachers participating in these activities and the types of qualifications required for the staff of the proposed programs. The Task Order for this report asked for information regarding the degree of administrative support for these programs and the length of pre-service preparation and support. This information was not available from the proposals.

PROFILE—PROFESSIONAL DEVELOPMENT

CALIFORNIA

4. PROFESSIONAL DEVELOPMENT

REDDING SCHOOL DISTRICT'S K-5TH GRADE LEVEL PROJECT PROPOSED TO ESTABLISH A PROFESSIONAL DEVELOPMENT PLAN THAT WILL PROVIDE INSERVICE TRAINING TO PREPARE ALL KEY PERSONNEL FOR REORGANIZING THE SCHOOL ENVIRONMENT AND RESTRUCTURING THE CURRICULUM AS APPROPRIATE FOR INSTITUTING THE CALIFORNIA DEPARTMENT OF EDUCATION'S MODEL APPROACH TO LITERACY DEVELOPMENT - R.E.A.C.H. PROGRAM FOR LEP STUDENTS. COLLABORATIVE EFFORTS WITH THE CALIFORNIA STATE UNIVERSITY AT CHICO AND THE COUNTY OFFICE OF EDUCATION WILL PREPARE TEACHERS ACCORDING TO STATE CERTIFICATION REQUIREMENTS FOR CLAD AND BCLAD (CROSS-CULTURAL, LANGUAGE, AND ACADEMIC DEVELOPMENT)

THE MODEL THAT THIS PROJECT PROPOSES TO USE IS THE MIST-T MODEL. MIST-T IS A MODEL TRAINING OF TRAINERS PROGRAM DEVELOPED IN A NEIGHBORING COUNTY THROUGH A TITLE VII SHORT-TERM TRAINING GRANT. THE PROGRAM CONSISTS OF TWO YEARS OF FORMAL TRAINING THROUGH CHICO STATE UNIVERSITY WHEREBY EXPERT CONSULTANTS AND COLLEGE INSTRUCTORS ADDRESS SPECIFIC TOPICS AND METHODOLOGIES ACCORDING TO LOCAL NEEDS AND WHICH PREPARE PARTICIPANTS FOR LANGUAGE DEVELOPMENT SPECIALIST CERTIFICATION ACCORDING TO STATE STANDARDS.

2.5.1 Nature of staff development activities

The staff development plans in the 33 sampled proposals were multifaceted and included many types of activities. All of the 33 sampled proposals (100%) reported some type of staff development. Thirty one (31; 93.9%) of the proposals included three or more topics in their staff development activities (see Table 16). Only 3% (1) of the proposals proposed a staff development plan that was not specified or explained.

The major content focus of the staff development was knowledge and skills for improving instruction to LEP students. The four major areas of staff development were certification/advanced training; curriculum development; instruction; and assessment. The focus of college-based coursework (42.4%; 14) was on transitional bilingual education, English language development, and second language acquisition. An equal number of the sampled proposals planned staff development on effective teaching techniques for LEP students and on cultural diversity.

Table 16—Proposed professional development activities, 1995 (N=33)

Staff development activities & topics	Number	Percentage
University course-work (certificates, TBE, ELD, Second language acquisition)	14	42.4%
Effective teaching techniques for LEP students	14	42.4%
Cultural Diversity	14	42.4%
English language development	13	39.4%
Alternative/Authentic assessment	12	36.4%
Integrating language arts and content areas	12	36.4%
Theme-based curricula development	10	30.3%
Second language acquisition theory	9	27.3%
Cooperative learning	9	27.3%
Technology	8	24.2%
Literacy (English and non-English) development	7	21.2%
Whole Language	6	18.2%
Sheltered instruction	5	15.2%
Specially Designed Academic Instruction in English (SDAIE) inservices	3	9.1%
Critical thinking skill development	3	9.1%
Socratic questioning	2	6.1%
Non-English language development	2	6.1%
Integrating language arts and visual/performing arts	1	3.0%
Improving students' self-esteem	1	3.0%
Other*	21	63.6%
No Answer	0	0.0%

* The other staff development activities mentioned by the proposals included: Spanish proficiency for teachers, integration of language instruction and career/work experience, career advisement, working with ethno-science activities, career ladder for para-professionals, training in language assessment, literature-based instruction, storytelling for teachers, facilitation group process, peer coaching, student field projects facilitated by teachers.

Eight (8; 24.2%) of the sampled proposals included making use of commercially-available staff development programs and services such as Cognitive Academic Learning Approach (CALLA), Mega Skills, Math their Way, AIMS, FOSS (Encyclopedia Britannica), Finding Out/Descubrimiento, Complex Instruction, Alaska Writing Program, MIST-T trainer of trainers (leading to the California credential CLAD/BCLAD), Family Math/Science.

2.5.2 Teachers participating in staff development activities

Only 21.2% (7) of the proposals included information on the number of teachers who would participate in their staff development activities. These seven proposals planned for 286 teachers to participate in staff development activities (the number of participants per proposed program ranged from 14 to 65 teachers, with three (3; 9.1%) of these seven proposals each indicating a planned participation of more than 60 teachers).

2.5.3 School personnel & staffing plans

The school personnel proposed by the sampled program enhancement projects included: director (84.8%; 28 of the sampled proposals included this position); teachers (69.7%; 23); teacher assistants (48.5%; 16); project coordinator (42.4%; 14); resource teacher (36.4%; 12); specialists (18.2%; 6); parent coordinator/in-services (15.2%; 5); and community liaisons (15.2%; 5) (see Table 17). In addition to these staff positions, 27.3% (9) of the programs mentioned the following personnel: artistic director, teaching artists, child enrichment supervisor, diagnostic specialist, counselor, psychologist, newcomer specialist, career awareness specialist, orientation/placement specialist, and program consultant.

Table 17—Proposed program enhancement project personnel, 1995 (N=33)

Positions	N	%
Director	28	84.8%
Teachers	23	69.7%
Teacher assistants	16	48.5%
Project coordinator	14	42.4%
Resource teacher	12	36.4%
Specialists	6	18.2%
Community liaison	5	15.2%
Parent trainer coordinator	5	15.2%
Other	9	27.3%
No Answer	0	0.0%

The most frequently included qualifications required for these positions were: (1) experience working with LEP students (100%; 33 of the proposals required this qualification for some or most of their staff); (2) proficiency in English and the non-English target language (93.9%; 31); and (3) some instructional Certification (63.6%; 21) (see Table 18).

Table 18—Required qualifications for Enhancement Project personnel, 1995 (N=33)

Required qualifications	N	%
Experience with LEP students	33	100.0%
Bilingual abilities	31	93.9%
Certification	21	63.6%
Other*	6	18.2%
No Answer	0	0.0%

* Other qualifications identified by 18.2% (6) of the proposals included: being a member of the tribal group (Salish, Kootenai, Cherokee) being served by the program; staff in-service experience.

2.5.4 Level of administrative involvement

The question on the level of administrative involvement and support could not be answered from the information given in the programs' narratives. There were two or three programs that reported on the district personnel responsible for administering the program, such as the principal, an assistant superintendent, and/or district Title VII/Bilingual coordinator.

2.5.5 Pre-service preparation

The question regarding the length and nature of pre-service preparation and support could not be answered from the information reported in the narratives.

2.6 Program Features

This section focuses on program characteristics or features that are not instructional, or fall outside of the traditional program description. As suggested in the Task Order, this section covers evaluation plans for the projects, proposed equipment purchases, and proposed travel plans.

2.6.1 Evaluation plans

In looking at evaluation plans, we undertook to identify what kind of evaluation was proposed, what program areas were targeted for evaluation, and how data were to be collected for these evaluations. We found that all of the 33 sampled programs (100%) reported some type of evalua-

tion plan. These evaluation plans were multifaceted, evaluating at least three areas of the programs and making use of four or more different instruments. Seventy-eight percent (78.8%; 26) of the proposed program evaluations planned both formative and summative evaluations of their work, indicating the importance of assessing their performance in implementation of the program as well as the results. Another 9.1% (3) proposed only a summative evaluation, while only 3% (1) proposed only a formative evaluation. Six percent (6.1%; 2) of the programs did not supply enough information to classify the evaluation plan as summative or formative (see Table 19).

Table 19—Type of proposed evaluations, 1995

Type of evaluation	Number	Percentage
Both formative & summative evaluations	26	78.8%
Summative only	3	9.1%
Formative only	1	3.0%
Other--not enough information	3	9.1%

Most proposed evaluation plans were designed to evaluate different program areas. Ninety-seven percent (97%; 32) of the proposals included an evaluation design to assess three or more program areas (see Table 20). The remaining 3% (1) of the proposals included plans to evaluate only two areas. All of the proposals included evaluating/measuring student outcomes, at the least. The areas identified for evaluation included:

- Student outcomes (100%; 33 of the programs);
- Staff in-service (87.9%; 29);
- Program implementation/objectives (81.8%; 27);
- Curriculum/teaching methods (78.8%; 26);
- Parent involvement (60.6%; 20); and
- Assessment/placement instruments (3%; 1).

Most of the 33 sampled proposals (87.9%; 29) planned to use four or more instruments for data collection. The more frequently proposed instruments included: standardized tests (e.g., CTBS and LAS) (90.9%; 30); questionnaires/surveys (69.7%; 23); rating scales and inventories (e.g., SOLOM, SEI) (60.6%; 20); and student records/GPA (54.5%; 18). The more widely proposed instruments tended to be of a quantitative nature. Fewer than half of the sampled proposals

included more qualitative measures. These included: observations (48.5%; 16); portfolios (45.5%; 15); interviews and criterion-referenced scores (each 39.4%; 13); performance assessment (33.3%; 11); self-evaluations (27.3%; 9); and attendance records (6.1%; 2) (see Table 21).

Table 20—Proposed evaluation areas, 1995 (N=33)

Evaluation areas	Number	Percentage
Student outcomes	33	100.0%
Staff in-service	29	87.9%
Program implementation & accomplishment of objectives	27	81.8%
Curriculum/teaching methods	26	78.8%
Parent involvement	20	60.6%
Assessment/placement	1	3.0%
No Answer	0	0.0%

Table 21—Proposed evaluation instruments, 1995 (N=33)

Instruments	Number	Percentage
Standardized tests (CTBS, LAS)	30	90.9%
Questionnaires/surveys	23	69.7%
Rating scales and inventories (ie. SOLOM, SEI)	20	60.6%
Student records/GPA	18	54.5%
Observation	16	48.5%
Portfolios	15	45.5%
Interviews	13	39.4%
Criterion-referenced scores (teacher tests)	13	39.4%
Performance assessment	11	33.3%
Self-evaluations	9	27.3%
attendance records	2	6.1%
Other*	11	33.3%
No Answer	0	0.0%

* These other evaluation instruments included: lesson plans, logs, learning logs, anecdotal records, home visitations, student logs, site-visits, video portfolios, assessment of visual/performing arts activities, development of a handbook for dissemination, writing samples, and rosters.

2.6.2 Purpose of intended equipment purchases

Less than half of the 33 sampled proposals (45.5%; 15) proposed to purchase any equipment from their program enhancement funds. Of those 15 proposals that did propose such purchases, about 93.3% (14) proposed purchasing computers; 20% (3) proposed purchasing video equipment; 40% (6) proposed purchasing scanners, word processors, printers, and computers networks (see Table 22). Of the 15 proposals that planned to purchase equipment, 80% (12) proposed equipment for student use, 26.7% (4) for teacher/staff use, and 6.7% (1) for clerical use.

Table 22—Intended equipment purchases, 1995 (N=33)

Equipment	Programs		For use by:							
			Students		Staff/Teachers		Clerical		No Info	
	N	%	N	%	N	%	N	%	N	%
No--None	18	54.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Yes	15	45.5%	12	80.0%	4	26.7%	1	6.7%	3	20.0%
Computers	14	93.3%	11	91.7%	4	100.0%	1	100.0%	3	100.0%
Video equipment	3	20.0%	1	8.3%	1	25.0%	0	0.0%	2	66.7%
Other	6	40.0%	4	33.3%	1	25.0%	0	0.0%	2	66.7%

2.6.3 Purpose of proposed travel, especially travel by students and their families

Most of the sampled proposals (90.9%; 30) asked for travel funds, while only 9.1% (3) of the sampled proposals did not apply for travel money. These funds for travel seemed to be widely dispersed, since there was no majority consensus as to who would use them (see Table 23). These proposals suggested that the personnel traveling on these funds include:

- Teachers (39.4%; 13);
- Director (36.4%; 12);
- Staff—not specified (27.3%; 9);
- Parents (27.3%; 9);
- Resource teacher (18.2%; 6); and
- Students (12.1%; 4).

Table 23—Personnel travel, 1995 (N=33)

Personnel	Programs	
	N	%
Teachers	13	39.4%
Director	12	36.4%
Staff - not specified	9	27.3%
Parents	9	27.3%
Resource teacher	6	18.2%
Students	4	12.1%
Teacher assistants	1	3.0%
Other*	9	27.3%
No Answer	3	9.1%
Total Replies	33	100%

* Twenty-seven percent (27.3%; 9) of the sampled proposals planned travel for the following personnel: teaching artists, principals, project coordinator, program specialists, district administrator, member of evaluation team, and program consultants.

Most of the proposals (90.9%; 30) indicated the purpose of the proposed travel, including:

- Conference attendance (75.8%; 25);
- In-service training (42.4%; 14);
- Meetings/university classes (9.1%; 3); and
- Field trips that include parents/students (9.1%; 3).

(see Table 24)

Table 24—Purpose of travel, 1995 (N=33)

Purpose	Number	Percentage
Conference attendance	25	75.8%
In-service training	14	42.4%
meetings	3	9.1%
field trips	2	6.1%
Field trips (includes parents, students)	1	3.0%
Other*	6	18.2%
No Answer	3	9.1%

* Field activities, peer coaching, related support services, and site visits.

3.0 Conclusions

3.1 Summary

Ninety seven proposals for the enhancement of bilingual education programs (IASA §7113) were funded for the fiscal year of 1995. These proposals projected to serve 36,283 LEP students and 17,252 non-LEP students for a total of 53,535 students in seventy eight languages. The most frequently proposed languages were Spanish, Vietnamese, Chinese English and Korean. But the distribution of proposed languages varied widely among states. For instance, Spanish was most common in California, Texas, New York and Florida, while in Oklahoma most students were Native Americans who spoke Cherokee.

All of the 97 proposals were within the scope of the purposes and authorized uses of the Bilingual Education Act. They were designed primarily to improve and intensify the instruction of LEP students. Concomitant objectives included academic and career counseling, and parent outreach and training in parenting skills. Most (93.9%) programs focused on English language arts, while almost half focused also on other subjects: primary language arts (48.5%), math (42.4%), science (42.4%), technology (39.4%). Less than a quarter of the sampled proposals intended to cover social science (24.2%), or visual/performing arts (9.1%).

Ninety of the funded applicants were school districts working on their own. The few remaining applicants were school districts consortia with Universities and Community Organizations. However, 69.7% (23) of the programs planned to provide non-instructional services to students through collaboration with local business, community-based organizations, and institutions of higher education.

All programs explained the relationship between their programs' goals and objectives and Goals 2000, but the majority (28 out of 33) did not specifically mention school restructuring goals or activities.

The goals and objectives fell into three different components: students, staff development, and parents. Student goals tended to focus on subject matter development and academic achievement. Professional or staff development tended to focus on knowledge, skills and abilities teachers need to effectively teach limited English proficient students. Parent goals focused on involving parents in school activities and in the development of parental skills, abilities, and

assistance in their further schooling.

All programs reported some type of evaluation plan. Evaluation plans were multifaceted, evaluating at least 3 areas of the programs and making use of four or more different instruments. Proposals included both formative and summative evaluation plans. Over half (57.6%; 19) of the programs planned on making use of alternative assessment methodologies.

Among programs proposing to purchase equipment, 42.5% proposed purchasing computers. Proposed equipment users were students (36.4%), teacher/staff and clerical (3%).

Most of the programs (90.9%; 30) asked for travel funds, primarily for conference attendance and in-service training.

3.2 Inferences

The proposals funded for the first year of implementation of the Program Enhancement Projects (IASA §7113) are in accordance with the Bilingual EducationAct. The programs proposed are innovative with respect to methodologies and objectives. The local educational agencies, in this case school districts, are understanding of their LEP students' needs and are striving to improve their instruction through teachers' professional development and parents' support and training.

Great emphasis was found in the instructional and assessment methods, which will more closely attend and measure students' achievement and special needs. Likewise the proposed programs' evaluation design advance a variety methods to measure the programs' effectiveness from implementation to student outcomes.

The main limitation encountered in the proposals was inconsistencies in the terminology used. References to "performance based assessments" (authentic/alternative) and "instructional methods" were particularly difficult to categorize since different terms were used interchangeably across and within proposals. As previously mentioned it was also not always clear what part of the proposed programs was "enhancement" and what part was "base." These terminology problems may be corrected in the future by both the local educational agencies' better acquaintance with the program and by more detailed guidelines in the Request For Proposals.

This review of the funded enhancement proposals has yielded a number of benefits for future applicants and policy makers alike by making available:

- A baseline for future evaluation of the programs and accountability;
- A variety of models for successful enhancement programs to future applicants; and
- The content and extent of the funded programs to policy makers and tax payers.

References

IASA 1994.

U.S. Dept. Of Education, Office of Bilingual Education and Minority Languages Affairs. 1995. *FY 1995 Application for new grants under bilingual education programs.* Washington, DC: Author.

Appendix

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Appendix 1—Scope of Work--Task Order # D0001/Model Type 3, Under Task 9

The Subcontractor shall summarize, analyze and integrate key information contained in subpart Program Applications. The main audience for this report will be Congress, the Department of Education, other policy-makers, and grant recipients.

The report will contain information for each program served under Title VII, Subpart I. The specific topics that the subcontractor shall consider, shall include, but not be limited to:

- number of LEP students and non-LEP students being served
- language characteristics of students in the programs
- grades covered by the program
- content areas covered by instruction provided through the programs
- proposed methodologies for providing instruction so LEP students can achieve to high standards
- proposed assessment methodologies, especially alternative assessment methodologies
- non-instructional services provided, especially comprehensive school-linked services
- whenever applicable, school restructuring goals
- parent involvement plans, especially the extent of parent involvement in school decision-making
- number and proportion of teachers participating in staff development activities
- nature of staff development activities
- whenever applicable, proposed short-term and long-term goals
- evaluation plan
- qualifications of school personnel providing instruction to LEP students
- purpose of proposed travel, especially travel by students and their families
- proposed family education plan
- level of administrative involvement
- bilingual proficiency program, if applicable
- length of preservice

The application analysis shall also use additional documentation resulting from the negotiation process which provides additional information on the above topics. Whenever possible, information should be provided for geographical area.

Government furnished materials for this task will be FY'95 applications received by OBEMLA for programs under Title VII, Subpart I.

Appendix 2—Control list of Enhancement Proposals, 1995

ID No.	Applicant	Street Address City, State Zip code	Contact Person Telephone	Project Title
50730	Los Penasquitos Elementary School - Poway Unified School District	14125 Cuca Street San Diego, CA 92129	Charlotte Mishler 619-672-3600	Project Empower
50726	Grossmont Union High School District	1100 Murray Drive / P.O. Box 1043 La Mesa, CA 92044-0316	Jean Kerr 619-465-3131 ext. 370	Literacy Academy
50723	Santa Ana Unified School District	1405 French St. Santa Ana, CA 92701	Anaida Colon-Muniz 714-558-5855	Continuing English, Spanish and Technology Acquisition (CESTA)
50715	Houston Independent School District	3830 Richmond Avenue Houston, TX 77027	Ada Cooper 713-892-6818	Compartiendo Culturas/ Sharing Cultures Enhancement
50690	The School Board of Dade County, Florida	1450 N.E. 2nd Avenue, Suite 500 Miami, FL 33132	John Johnson II 305-995-1704	Marjory Stoneman Douglas 2000 Enhanced (MSD 2000-E)
50689	East Side Union High School District	830 North Capitol Avenue San Jose, CA 95133	Nguyet Dinh 408-729-3911 ext. 2577	Proficiency in English and Vietnamese for Academic Success (PEVAS)
50685	School District of Philadelphia	21st St. South of the Parkway Rm 302 Philadelphia, PA 19103	Thai van Nguyen 215-299-7791	Language Minorities Instructional Resource Centers
50684	Jefferson Union High School District	699 Serramonte Blvd., Suite 100 Daly City, CA 94015	Michael J. Crilly 415-756-0300 ext. 110	Bilingual Education (future) School Teachers (using) Science and Technology (to help) At-Risk Students (BEST STARS)
50676	Saddleback Valley Unified School District	25631 Diseno Dr. Mission Viejo, CA 92631	Gloria Roelen 714-580-3347	Community Learning Network
50670	Spring Branch Independent School District	9016 Westview Houston, TX 77055-4698	Renate Donovan 713-365-4214	Espanol Aumentativo
50667	Los Angeles Unified School District- Esperanza Elementary	680 Little Street Los Angeles, CA 90017	Mariana Roberts 213-484-0326	Better Educated Students for Tomorrow (BEST): Building Literacies through Partnerships in Reading, Science and Technology
50665	Valley Center Union School District	28751 Cole Grade Rd. Valley Center, CA 92082	Olivia Leschick 619-749-0464	School to Career Opportunities for Universal Trade (SCOUT)
50660	Cambridge Public Schools	159 Thorndike Street Cambridge, MA 2141	Noe J. Medina 617-349-6455	Bilingual Expansion Project: Summer Discovery
50657	Osage County Interlocal Cooperative	207 E. Main Hominy, OK 74035-1511	Susan Frazier 918-885-2667	Resources for Excellence in Adolescent Career Training (REACT)
50656	Imperial County Office of Education	1398 Sperber Road El Centro, CA 92243	Pat O'Neil 619-339-6482	REACH: Literacy Initiative
50654	Monrovia Unified School District	325 East Huntington Drive Monrovia, CA 91016	Richard S. Hill 818-359-9181	Maximizing Educational Transfers for Achievement (META)
50637	San Jose Unified School District	855 Lenzen Avenue San Jose, CA 95126	Dennis Nakafuji 408-535-6205	Intensified Language Acquisition Collaboration (ILAC)
50636	New York - Community School District 4	319 East 117th Street New York, NY 10035	Dorothy Petrilak 212-860-8924	Ambos-a-Dos/Side by Side Two Way Bilingual Education Program

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ID No.	Applicant	Street Address City, State Zip code	Contact Person Telephone	Project Title
50613	District of Columbia Public Schools	415 12th Street, N.W. Room 805 Washington, D.C. 20004	Maurice Sykes 202-724-4099	Discover D.C. in the Middle Years
50605	Corona-Norco Unified School District	2820 Clark Avenue Norco, CA 91760	Yolanda Quintanilla-Finley 909-736-5085	Parkridge School for the Arts Enhanced (PSAE)
50601	Bronx - Community School District 11	1250 Arnow Avenue Bronx, NY 10469	Marlene Filewich 718-519-2637	Arts Program to promote Literacy, Appreciation of Cultures, Understanding and Speaking English (APPLAUSE)
50572	The School Board of Dade County, Florida	1450 N.E. 2nd Avenue, Suite 500 Miami, FL 33132	John Johnson II 305-995-1704	Bilingual Education Stimulates Thinking Enhanced (BEST)
50556	Vallejo City Unified School District	211 Valle Vista Avenue Vallejo, CA 94590-3282	Thomas Bye 707-556-8921	A project to enhance Spanish bilingual by strengthening mathematics and science and family education
50553	Pearsall Independent School District	522 E. Florida Persall, TX 78061	Yolanda T. Trevino 210-334-3628	Academy of Two-Way Language
50542	San Bernardino County Superintendent of Schools	601 North E Street San Bernardino, CA 92410-3093	Martha L. Hall 909-387-4522	PADRES REACH
50523	Palos Verdes Peninsula Unified School District	3801 Via la Selva Palos Verdes Estates, CA 90274	Rosemary M. Claire 310-378-9975	College and Career Exploration Options for Limited English Proficient Students
50508	Lovington Municipal Schools	310 N. 5th Street / P.O. Box 1537 Lovington, NM 88260	Joe R. Palomo 505-396-2891	Speakers of Other Languages (SOL)
50506	Mobile County Public Schools	P.O. Box 1327 Mobile, AL 36633	Maggie Rivers 334-690-8036	Success Through English Proficiency (Hi-STEP)
50496	Solana Beach School District	309 N. Rios Avenue Solana Beach, CA 92075	Ellie Topolovac 619-755-6705	Super "Sci Techs"
50477	Moorpark Unified School District	30 Flory Avenue Moorpark, CA 93021	Vishna Herrity 805-531-6464	Proyecto Familia Entera
50451	New York - Community School District 2	333 7th Avenue - 7th fl. New York, NY 10001	Anita Batisti 212-330-9413	Project Bridges: Bridges to Academic Excellence, Instructional Resources and Parental Involvement
50448	Maui District Schools	54 High Street, 4th Floor Wailuku, HI 96793	Sandra Shawhan 808-662-3033	Keiki (Child)
50434	Des Moines Independent Community School District	1800 Grand Avenue Des Moines, IA 50309	Debbie Caldwell 515-242-7781	Student Parent Empowerment and Knowledge (SPEAK)
50433	Greenfield Union School District	P.O. Box 97 Greenfield, CA 93927-0097	Gilbert Archuleta 408-674-2840	A two-year enhancement program that will target 424 LEP students at Oak Avenue Elementary School, grades K-5
50430	Covina-Valley Unified School District	519 E. Badillo Covina, CA 91723	Stella K. Port 818-331-3371 ext. 206	Literacy, Empowerment, Achievement, and Partnership (LEAP)
50427	Escondido Union Elementary School District	1330 E. Grand Avenue Escondido, CA 92027	Charlene Zawacki 619-432-2380	Parental involvement in children's Literacy; United with the school and Community (PLUS)

ID No.	Applicant	Street Address City, State Zip code	Contact Person Telephone	Project Title
50425	San Diego County Office of Education	6401 Linda Vista Road San Diego, CA 92111-7399	Rebecca Sapien-Melchor 619-569-5354	Parent Reinforcement Equals Pupil Achievement (PREPA)
50423	San Dieguito Union High School District	710 Encinitas Blvd. Encinitas, CA 92024	Donna Heath 619-753-6491 ext. 5551	Advancing Curriculum with Computers to Ensure Success in Science (ACCESS)
50415	Kekaha School	P.O. Box 580 Kekaha, HI 96752	Muriel C. Nishi 808-241-3366	Kula Niihau O Kekaha (Niihau School of Kekaha)
50414	Colusa County Office of Education	146 7th Street Colusa, CA 95932	Eva Teagarden 916-458-7601	Community Science Network
50401	New York City Public Schools	350 Grand Street New York, NY 10002	Katherine Sid 212-673-8896	Pre-engineering Instruction/Science & Mathematics (PRISM)
50392	Kearney - Educational Service Unit 10	76 Plaza Blvd. / P.O. Box 850 Kearney, NE 68848	Sharon Beltzer 308-237-5927	A joint project to serve LEP students in the Educational Service Unit 10 area under Title VII Program
50385	Enterprise School District	1155 Mistletoe Lane Redding, CA 96002	Nancy Schultz 916-224-4100	A two-year program enhancement building, enhancing, and expanding on the existing bilingual education program
50383	Elkhart Community Schools	2720 California Road Elkhart, IN 46514	John T. Hutchings 219-262-5540	Special English Learning for Elkhart and Concord Together (SELECT)
50382	Frontier School	P.O. Box 130 Red Rock, OK 74651-0130	Steve Shiever 405-723-4516	REACT PLUS
50379	School District of the City of York	329 South Lindbergh Avenue York, PA 17405-1927	Pamela H. Neifert 717-845-3571	Saving Every Child Using Resources in Education (SECURE)
50376	Rocky Boy Elementary School District 87J	RR#1 P.O. Box 620 Box Elder, MT** 59521	Robert J. Swan 406-395-4291	6-8 Bilingual Program Enhancement
50368	Artesia Public Schools	1106 W. Quay Avenue Artesia, NM 88210	J. Heriberto Jaramillo 505-746-9780	Bilingual Program, Grand Heights Early Childhood Center, K
50360	Riverdale Joint Union Elementary School District	P.O. Box 338 3700 Stathem St. Riverdale, CA 93656	James Brooks 209-867-3589	The Bridge Project
50359	Beacon City School District	88 Sargent Avenue Beacon, NY 12508	Carmen Langevin 914-838-6919	Student Achievement through Bilingual Education (SABE)
50349	Covina-Valley Unified School District	519 E. Badillo Covina, CA 91723	Stella K. Port 818-331-3371	Thinking CAPS in Education: Creating A Partnership at School
50344	Covina-Valley Unified School District	519 E. Badillo Covina, CA 91723	Wanda Pyle 818-331-3371 ext. 228	Math and Science Project: A Program Enhancement Project
50341	Yuba City Unified School District	750 Palora Avenue Yuba City, CA 95991	Derek Link 916-741-5200	Bellas Artes
50340	Yuba City Unified School District	750 Palora Avenue Yuba City, CA 95991	Derek Link 916-741-5200	Better Prepared Parents

ID No.	Applicant	Street Address City, State Zip code	Contact Person Telephone	Project Title
50339	Chowchilla School District	P.O. Box 907 355 N. 5th Street Chowchilla, CA 93610	Sharon Twitty 209-665-8045	A two-year program focusing on science and targeting two district schools: Stephens Elementary (K) and Fuller Elementary (1-3)
50337	New York City Public Schools - Community School District 9	1377 Jerome Avenue Bronx, NY 10452	Mildred Acevedo 718-681-7795	Science and Mathematics Achievement Reinforced Teaching (SMART)
50336	New York City Board of Education	131 Livingston Street Room 4088 Brooklyn, NY 11201	Eileen Riese 718-935-4029	Citizen USA Today
50334	Chino Unified School District - Don Antonio Lugo High School	13400 Pipeline Avenue' Chino, CA 91710	Jean Hernandez 909-591-3902 ext. 4836	Strengthen the English of Every Student-Robustece el Ingles of Cada Alumno (RICA* PLUS+)
50332	Glendora Unified School District	500 N. Loraine Avenue Glendora, CA 91741	Dee Kelley 818-963-1611 ext. 327	Glendora Secondary Bilingual Enhancement Program (GSBEP)
50328	Borrego Springs Unified School District	P.O. Box 235 Borrego Springs, CA 92004		Horizon Expansion for Learning Progress (HELP)
50326	Confederated Salish & Kootenai Tribes - Two Eagle River School	P.O. Box 160 Pablo, MT** 59855	Clarice C. King 406-675-0292	Bilingual Education Academic Improvement
50325	Washington Unified School District	930 West Acres Road West Sacramento, CA 95691	Sarah Taylor 916-371-9300 ext. 263	Southeast Asian Preschool Program (SEA Stars)
50296	New York - Community School District 2	333 Seventh Avenue - 7th fl. New York, NY 10001	Anita Bastiti 212-330-9413	The Cognitive Academic Language Learning Approach (CALLA)
50294	Los Angeles Unified School District - Birmingham High School	17000 Haynes St. Van Nuys, CA 91406	George Henry Meck 818-881-1580	Interrelations
50292	Minneapolis Public Schools	807 Broadway N.E. Minneapolis, MN 55413-1299	Mary Jo Thompson 612-627-2348	Enhancing LEP Language Acquisition through Bilcultural Arts
50291	Santa Ana Unified School District	1405 French St. Santa Ana, CA 92701	Anaida Colon-Muniz 714-558-5855	Pathways to Achieving Literacy in English Through the Arts (PALETA)
50290	Temple City Unified School District	9516 E. Longden Avenue Temple City, CA 91780	William Brown 818-285-2111	Early Success
50277	Oak Grove School District	6578 Santa Teresa Blvd. San Jose, CA 95119	Manny Barbara 408-227-8300 ext. 263	Accessing the Core with High-Level Instruction to Enhance the Value of Education (ACHIEVE)
50276	Magnolia School District	2705 W. Orange Avenue Anaheim, CA 92804	Roberta Pantle 714-761-5533	This Program Enhancement Grant will enhance the bilingual program at Walter School to serve LEP students in grades 3-6 through an innovative program focused on increasing math and science achievement bilingualism for LEP students, staff development and parent involvement

ID No.	Applicant	Street Address City, State Zip code	Contact Person Telephone	Project Title
50252	Ocean View School District	17200 Pinehurst Lane Huntington Beach, CA 92647	Donna Stapleton 714-543-6948	PREVIEW
50229	Portland - School District #1	P.O. Box 3107 Portland, OR 97208	Maurice J. Caba 503-331-3220	Community Access to Restructuring Education for Success (CARES)
50209	Southeast Asian Culture and Education Foundation (SEACAEF)	2460 Cordova Lane Rancho Cordova, CA 95670	Bao Xuyen Le 714-842-2802	Instructional Materials Development for Southeast Asian Students and Parents
50207	Los Angeles Unified School District - Intergroup Relations	450 N. Grand Blvd. Room P-318 Los Angeles, CA 90012	Evangelina Stockwell 213-625-6579	Inner City Arts and Language Project: Integrating Language Acquisition Skills with the Visual and Performing Arts
50201	San Joaquin County Office of Education	P.O. Box 213090 Stockton, CA 95213-9030	Claudia Lockwood 209-468-4865	We Are Authors/Somos Autores
50184	Santa Rosa City Schools	211 Ridgway Avenue Santa Rosa, CA 95401	Marti Estrin 707-528-0814	Learners Together
50170	Lodge Grass Elementary School District #27	Drawer AF Lodge Grass, MT 59050	Nora A. Bird 406-639-2333	Enhancement Grant to Improve Communication Skill of LEP students and to Expand Services to Grade 7-8
50165	Chico Unified School District	1163 East 7th Street Chico, CA 95928-5999	Gloria Bevers 916-891-3102	Chico Unified School District's Title VII Program Enhancement Grant, K-6 Spanish, Lao and Hmong
50156	Lincoln Intermediate Unit #12	P.O. Box 70 65 Billerbeck St. New Oxford, PA 17350	Parker C. Coble 717-624-4616 ext. 324	ESL/Migrant Even Start Program Enhancement
50150	Charter Oak Unified School District	20240 East Cienega Ave. Post Office Box 9 Covina, CA 91723	John A. Roach 818-966-8331 ext. 214	Charter Oak Academic Success Through Technology (COAST)
50122	Alum Rock Union Elementary School District	2930 Gay Ave. San Jose, CA 95217	Norma Martinez 408-258-4923 ext. 376	Program to Enhance the Achievement in Reading and Language Arts (PEARL)
50106	Huntington Beach Union High School District	10251 Yorktown Avenue Huntington Beach, CA 92646	Jan Mangels 714-964-3339 ext. 4250	Parents Rising Involvement Drives Education (PRIDE)
50073	Edgewood Independent School District	5358 W. Commerce Street San Antonio, TX 78237	Gloria Guerrero 210-433-8035	Discovery
50066	Colorado Mountain Junior College District	P.O. Box 10001 Glenwood Springs, CO 81602	Shirley J. Bowen 970-945-8691	Learning Is For Everyone (LIFE)
50061	Osage County Interlocal Cooperative School, Woodland P.S., Frontier P.S.	207 E. Main Street Hominy, OK 74035-1511	Susan Frazier 918-885-2667	Project Enhance
50035	Buena Park School District	6885 Orangethorpe Avenue Buena Park, CA 90620	Jan Kitchen 714-522-8412	Pendleton School's Parent Education Program Enhancement Grant K-6
50028	Lexington Public Schools	1610 North Washington Lexington, NE 68850	William Michael Shimeall 308-324-4681	District project to serve LEP students under Title VII Enhancement Grant
50027	Grand View Elementary School	Rt. 4 Box 195 Tahlequah, OK 74464	J. Mike Bilby 918-456-5131	Intensified instructional enhancement across the curriculum, by enlarging the scope of study to include hands-on discovery and telecommunications

ID No.	Applicant	Street Address City, State Zip code	Contact Person Telephone	Project Title
50026	Redding School District	P.O. Box 992418 1401 Gold St. Redding, CA 96099-2418	Sally Curd 916-225-0011	A two year enhancement program targeting 150 LEP students at two of the seven district schools
50024	Jefferson Parish Public School System	501 Manhattan Boulevard Harvey, LA 70058	Joel Phillips 504-349-7697	Child And Parent Education (CAPE) Program Enhancement Grant Project
50023	Jefferson Parish Public School System	501 Manhattan Boulevard Harvey, LA 70058	Joel Phillips 504-349-7697	Enhancement and Expansion of the Middle School Program for Limited English Proficient Students
50022	Richardson Independent School District	1700 Gateway Blvd. Richardson, TX 75080	Sylvia Allgaier 214-238-6520	Newcomer Welcome Project (NEW)
50021	Missoula County Public Schools #1	215 South 6th West Missoula, MT 59801	Elizabeth Williams 406-728-2400 ext. 1054	Enhancing Bilingual Proficiency and Academic Achievement in English Language Learners
50018	Keys Elementary School C-6	HC 69 Box 151 Park Hill, OK 74451	R. R. Sherrell 918-456-4501	KEYS KIDS: Multi-lingual and Visual Performing Arts Project
50017	Board of Education - Eastern Shore of Maryland Educational Consortium	202 Chesterfield Avenue Centreville, MD 21617	Teresa Golebiewska 410-758-2403 ext. 197	A two year Program Enhancement Grant to extend and enhance services to LEP students
50015	La Villa I.S.D.	P.O. Box 9 La Villa, Hidalgo, TX 78562	Bonifacio Moron, Jr 210-262-4755	Title VII Enhancement Program to serve 204 students in K, 1 and 2
50012	Briggs Elementary School	Rt. 3 Box 656 Tahlequah, OK 74464	Speedy S. Chaffin, Jr. 918-456-4221	Intensified dual language instructional enhancement across the K-8 curriculum by enlarging the scope of instruction to include Cherokee/English, hands-on discovery math and science
50002	Ogden City School District	1950 Monroe Blvd Ogden, UT 84401-0619	Santiago C. Sandoval 801-625-1153	Ogden City School District Title VII Bilingual Education: Project Enhancement Grant

Appendix 3—Enhanced Proposals Database Structure

Applicant's Information

1. Application number (*AFA-Form 424) _____
2. Applicant (AFA-Form 424) _____
3. Street address (AFA-Form 424) _____
4. City (AFA-Form 424) _____
5. State (AFA-Form 424) _____
6. Zip Code (AFA-Form 424) _____
7. County (AFA-Form 424) _____
8. Type of applicant (AFA-Form 424)
   [ ] Dependent school [ ] Indian tribe [ ] State [ ] County [ ] Municipal [ ] Independent school district
   [ ] Profit organization [ ] Special district [ ] Other_____
9. Project contact person (AFA-Form 424) _____
10. Contact person's position _____
11. Organizational Unit (AFA-Form 424) _____
12. Contact person's telephone (AFA-Form 424) _____

Project's Information

13. Project title (AFA-Form 424) _____
14. Type of program (**SDF Form)
    [ ] Bilingual education [ ] Special alternative instructional program [ ] Other_____
15. Applicant's Congressional district (AFA-Form 424) _____
16. Project's Congressional district (AFA-Form 424) _____
17. Federal estimated funding-1st year(***BI Form 524) _____
18. Federal estimated funding - 2nd year (BI Form 524) _____
19. Applicant's contributions-1st year (BI Form 524) _____
20. Applicant's contributions - 2nd year (BI Form 524) _____
21. Provide services to schools in Empowerment Zones or Enterprise Communities? (SDF Form) [ ] Yes [ ] No
22. Total number of students in school district (****SD Form) _____
23. Total number of LEP students in school district (SD Form) _____

Comments - Students/LEP and LEP school district (SD Form) _____

24. Percentage of LEP students in school district (SD Form) _____
25. Name of project school (SD Form) _____

Comments - Project schools (SD Form) _____

26. Number of LEP students served by grant (SD Form) _____

27. Number of students served by grant (SD Form) _____

Comments - Students/LEP served by grant (SD Form) _____

28. Grade levels to be served (SD Form)
[ ] PreK [ ] K [ ] 1st [ ] 2nd [ ] 3rd [ ] 4th [ ] 5th [ ] 6th [ ] 7th [ ] 8th [ ] 9th [ ] 10th
[ ] 11th [ ] 12th [ ] Other

29. Levels of schooling (SD Form)
[ ] PreK [ ] Elementary (K-6) [ ] Secondary (7-12) [ ] Other_____

30. Language groups being served (SD Form)
[ ] Spanish [ ] English [ ] Vietnamese [ ] Cambodian [ ] Farsi [ ] Korean [ ] Japanese [ ] Mandarin [ ] Cantonese
[ ] Lao [ ] Hmong [ ] French [ ] Indonesian [ ] Kurdish [ ] Turkish [ ] Arabic [ ] Philipino [ ] Ilocano
[ ] Tagalog [ ] Thai [ ] Hindi [ ] Urdu [ ] Russian [ ] Taiwanese [ ] Chinese [ ] Mien [ ] Portuguese
[ ] Armenian [ ] Other languages [ ] Other

31. Elements of evaluation plan
[ ] Portfolios [ ] Performance assessment [ ] Standardized scores [ ] Criterion-reference scores []
Other_____

32. Areas of professional development
[ ] Second language acquisition [ ] Non-English language development [ ] English language development [ ] Sheltered instruction
[ ] Cultural diversity [ ] Authentic assessment [ ] Instructional techniques [ ] Thematic/integrated
[ ] Research [ ] Other_____

33. Subject matter emphasis
[ ] English language arts [ ] Non-English language arts [ ] Math [ ] Science [ ] Social studies [ ]
Other_____

34. Computers purchased through Title VII funds?
[ ] Yes [ ] No

35. Type of grant (AFA-Form 424)
[ ] Program Enhancement Grants [ ] Comprehensive School Grants [ ] Systemwide Improvement Grants [ ]
Other_____

36. Type of applicant writing grant.
[ ] School [ ] School District (municipal schools, public schools) [ ] Consortia - school districts/IHE [ ]
Other_____
Comments - Applicants writing grant_____

37. Contact person's department (AFA-Form 424)_____

38. Project Director _____

39. Project - start date (AFS-Form 424) _____

40. Project - ending date (AFS-Form 424)_____

Comments - start/ending date _____

41. Proposed short term and long term goals.
[ ] Improve assessment and placement of LEP (ie. instruments and knowledge) students [ ] Authentic/Alternative assessment [ ] Integration of visual/performing arts and core curriculum [ ] Integration of content areas with non-English language process skills [ ] Increase teacher certification/increase the number of qualified bilingual educators [ ] Develop portfolios [ ] Develop higher order thinking skills in English and non-English language [ ] Develop and implement effective teaching techniques [ ] Increase parent training [ ] Develop thematic/integrated curricula/units [ ] Postsecondary college/career advisement [ ] Integration of content areas with English language process skills [ ] Increase teachers' knowledge concerning ... (see Other) [ ] Increase parent involvement in the school [ ] Develop parents' English proficiency [ ] Develop parents' native language proficiency [ ] Develop parents' parental skills [ ] Develop a positive self-esteem/positive affective development [ ] Develop students' native language (non-English) proficiency [ ] Develop English language proficiency (ie. literacy development - reading and writing) [ ] Increase knowledge and achievement in social science [ ] Increase knowledge and achievement in technology [ ] Increase knowledge and achievement in science [ ] Increase knowledge and achievement in math
[ ] Other_____

Comments

_____

42. Proposed short term and long term goals

A. Student Component
[ ] Increase academic achievement [ ] Increase knowledge and achievement in technology [ ] Increase knowledge and achievement in science
[ ] Increase knowledge and achievement in social science [ ] Increase knowledge and achievement in math [ ] Develop English language proficiency (literacy- reading, writing) [ ] Develop non-English language proficiency (literacy- reading, writing) [ ] Develop a positive self-esteem [ ] Post-secondary college/career advisement [ ] Develop higher order thinking skills in non-English language [ ] Develop higher order thinking skills in English [ ] Other_____

Comments (79) _____

B. Staff development component
[ ] SDAIE training [ ] Use of computers/technology [ ] Integration of content areas with non-English language process skills [ ] Develop instructional methods based on Garden's seven intelligences [ ] Increase teachers' multicultural awareness [ ] Acquire knowledge and skills needed to integrate the visual/performing arts with the core curriculum [ ] Develop an authentic/alternative assessment protocol (includes portfolio development) [ ] Improve assessment and placement of LEP students [ ] Increase teacher certification [ ] Develop students' literacy in non-English language [ ] Develop students' literacy in English [ ] Develop and implement effective teaching methodology/techniques for LEP students [ ] Develop thematic/integrated curricula [ ] Acquire knowledge and skills needed to integrate content areas and English language process skills [ ] Increase teachers' knwledge concerning post-secondary college/career advisement [ ] Acquire knowledge and skills needed to integrate higher order thinking skills across the curriculum
[ ] Other_____

Comments (80)_____

C. Parent component
[ ] Program that leads parents to some type of certification (GED, college courses) [ ] Leadership development [ ] Develop parental skills
[ ] Develop parents literacy [ ] Develop parents non-English proficiency [ ] Develop parents English proficiency
[ ] Increase parent involvement in school [ ] Increase parent inservices [ ] Other_____

Comments (81) _____

43. School restructuring goals _____

44. Bilingual Proficiency Program [ ] Yes [ ] No

45. Content areas covered by instruction provided through program
[ ] Language arts - Non-English language [ ] Language arts - English language [ ] Technology [ ] Social science [ ] Math [ ] Science
[ ] Other_____

46. Proposed methodologies for providing instruction so LEP students can achieve to high standards
[ ] Individualized instruction [ ] Literature-based instruction [ ] Integrated language and career advisement [ ] Natural Aproach
[ ] Learning centers [ ] Socratic questioning [ ] Hands-on instruction [ ] Thematic approach

[ ] Communication skill development (reading, writing, speaking, listening) [ ] Sheltered instruction [ ] Use of graphic organizers
[ ] Technology [ ] Cooperative learning [ ] Integration of visual/performing arts and English language literacy
[ ] Integration of content and literacy (reading/writing) [ ] Whole language approach [ ] Other_____

47. Proposed assessment methodologies, expecially alternative assessment methodologies
[ ] Learning logs [ ] Performance-based assessment [ ] Interviews [ ] Self-evaluations [ ] Authentic assessment [ ] Portfolios
[ ] Other_____

48. Parent involvement plans, especially the extent of parent involvement in school decision-making
[ ] Classroom participation [ ] Literacy program/Reading development [ ] Workshops [ ] School meetings/visitations [ ] Conference attendance
[ ] Leadership development inservice [ ] English development [ ] Non-English language development [ ] Parental skills inservice
[ ] Other_____

49. Staff professional development
[ ] SDAIE inservices [ ] Whole Language [ ] University course-work (certificates, TBE, ELD, Second language acquisition) [ ] Effective teaching techniques for LEP students [ ] Socratic questioning [ ] Critical thinking skill development [ ] Alternative/Authentic assessment
[ ] Literacy (English and non-English) development [ ] Theme-based curricula development [ ] Cultural Diversity [ ] Technology
[ ] Integrating language arts and content areas [ ] Integrating language arts and visual/performing arts [ ] English language development
[ ] Non-English language development [ ] Improving students' self-esteem [ ] Second language acquisition theory [ ] Cooperative learning
[ ] Sheltered instruction [ ] Other_____

50. Number of teachers participationg in staff development activities _____

51. Non-instructional services provided _____

52. Qualifications of school personnel

A. School personnel
[ ] Project coordinator [ ] Specialists [ ] Teacher assistants [ ] Teachers [ ] Resource teacher [ ] Director
[ ] Other_____

B. Qualifications
[ ] Certificated (ie. BCC, LDS) [ ] Experience working with LEP students [ ] Proficient in English and a non-English language
[ ] Other_____

53. Evaluation plan

A. Type of evaluation plan
[ ] Summative [ ] Formative [ ] Other_____

B. Areas that will be evaluated
[ ] Program implementation/accomplishment of objectives [ ] Parent involvement [ ] Staff inservice [ ] Curriculum/teaching methods
[ ] Student outcomes [ ] Other_____

C. Evaluation instruments
[ ] Student records/GPA [ ] Self-evaluations [ ] Interviews [ ] Rating scales & inventories (ie. SOLOM, SEI)
[ ] Portfolios [ ] Performance assessment [ ] Observation [ ] Criterion-referenced scores (teacher tests)
[ ] Questionnaires/surveys [ ] Standardized tests (CTBS, LAS) [ ] Other_____

54. Equipment
A. Type of equipment
[ ] Video equipment [ ] Computers [ ] None [ ] Other_____
B. Purpose of equipment
[ ] Parent use [ ] Staff/teacher use [ ] Clerical use [ ] Student use [ ] Other_____

55. Travel

A. Participants

[ ] Staff - not specified [ ] Students [ ] Parents [ ] Teacher assistants [ ] Teachers [ ] Resource teacher [ ] Director

[ ] Other_____

B. Purpose

[ ] Meetings/classes [ ] Field trips (includes parents, students) [ ] Inservice training [ ] Conference attendance

[ ] Other_____